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**Monroe, Paul.** (Ed.). *Cyclopedia of Education*. Vol. II. Pp. xi, 726. Price, \$5.00. New York: Macmillan Company, 1911.

The present volume illustrates the difference between the philosopher who has thought out the relations of his subject to education, and the philosopher who has not. In a seventeen-column article on "Ethics and Education," Professor Woodbridge, of Columbia, has written a sketch of the development of Ethics. There is little in the article to warrant the words "and education." They should have been omitted. True, there is a gentle bias towards education, and the word is twice used with respect in the body of the essay, once in the case of the Sophists, the other in connection with Plato's *Republié*. Near the close, the author mentions some ethical bearings on education that it would have been well to show, but which have been left to the reader's inference. With the slight exceptions mentioned, any sketch of the history of Ethics would have done as well. Thus, in this work one of the most important aspects of education remains a blank. Far different is the case with what John Dewey of the same university has written in this volume. Nothing is touched that is not made to illuminate the field of education upon which it impinges. Had this educational philosopher written the article on Ethics, we should have had an ethical chart for sailing on all seas. For example, in a few lines, he asks, what are the ends of education? Do they lie within or without the subject? Reflection shows that things which might be ends for education find their own ends in education quite as much. In the discussion on "Freedom of Will," Dewey shows that education has these three functions to perform: (1) To keep plasticity of mind alive—"Even a good habit must be flexible;" (2) To confirm preferences—"Nothing is more fatal than indifference;" (3) To make preferences reasonable. Other articles by Dewey are: Environment and Organism, Effort, Education, Democracy and Education, Definition, Deduction, Culture-Epoch, Theory, Course of Study, Control, Comparison, etc., etc. That this *Cyclopedia* is indispensable to the progressive teacher is due to this scholarly application of the fundamental sciences to the problems of education as illustrated in the contributions of Dr. Dewey and the great majority of his colleagues.

Among the contributors are found the names of Angell, Compayré, Goddard, Hibben, Jastrow, Jenks, Judd, Lodge, Pillsbury, Sadler, Sargent, D. E. Smith, Suzzallo, Turner. These are random selections from the one hundred nineteen contributors to this volume.

Nobody has tried to interpret education as a whole from the economic standpoint.

CHARLES DEGARMO.

*Cornell University.*

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**Perkins, J. B.** *France in the American Revolution*. Pp. xix, 544. Price \$2.00. Boston: Houghton, Mifflin Company, 1911.

When Mr. Perkins died in 1910 this book had been nearly completed. The work of final revision and preparation for the press was done by Mrs. Perkins, with the help of Dr. J. Franklin Jameson of the Carnegie Institu-

tion, Prof. C. H. Van Tyne of the University of Michigan. A fitting introduction to the volume is given by the French ambassador at Washington, M. Jusserand. Mr. Perkins seems not to have made a study of original archives but to have based his work upon biographies, letters, and the published collections of original materials. The book is scholarly and interesting. As in his larger works Mr. Perkins here shows a mastery of dramatic arrangement, of clear perspective and of keen characterization that cannot be too highly commended. As far as possible in the scope of the volume, the actors tell their own story in apt quotations.

The weakness of our situation at the beginning and throughout the Revolution is shown, resulting as it did from lack of centralization, from economic mistakes, and from a patriotism largely embryonic. "Prosperity not only brings happiness but it develops virtues,"—patriotism among others. Surely the unfaltering courage of Washington must have yielded ultimately to British stupidity of those long years had not French arms, money, soldiers and ships come to our aid as they did. The story of American missions to France is well told; blundering but well-meaning Silas Deane, troublemaking Izard and Lee, pugnacious Lawrence, Jay and Adams, and the suave, politic Franklin who must truly have possessed the philosopher's stone, so successfully did he inveigle money from impoverished French coffers. "Hortalez & Co." furnish an interesting chapter, though an uncomfortable one to an American conscience. We have all been taught that France fought England because of the opportunity to pay off old scores, but we need to be reminded of the enthusiasm of the French masses for liberal ideas that influenced even a monarch like Louis XVI to champion a republican cause. Vergennes, as his foreign secretary, promised to make no peace with England till we were free, and the promise was kept faithfully. There is a charming picture of the young Lafayette—ambitious—but brave, generous and lovable. Of our other French friends it is sad to find how many of the young aristocrats who fought for us died on the scaffold as victims of the French Revolution; while most of those who gave us financial aid died impoverished. The French monarchy itself perished bankrupt a few years later after having spent 772 millions on a war from which it had gained very little. The French alliance with America was, according to Florida Blanca, prime minister of Spain, worthy of Don Quixote. "But the instincts of the French nation were right; they assisted a people to gain their freedom; they took part in one of the great crises of modern progress, they helped the world in its onward march. For nations, as for individuals, that is the greatest work."

WM. E. LINGELBACH.

*University of Pennsylvania.*

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**Plunkett, H.** *Rural Life Problem in America.* Pp. xi, 174. Price, \$1.25. New York: Macmillan Company.

Just before we get to the end of our epoch of giving away free farms, we discover that we have a rural problem. It is fortunate that we can have a Rural Problem Doctor come and prescribe for us. Speaking from successful experience, Sir Horace Plunkett has been able to give us a valuable little